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ABSTRACT

"Multicultural Education: Teaching and Learning with Culturally Diverse Students" is a new course that is part of the teacher education program at the State of New York College at Fredonia. The course is designed to fulfill New York State teacher certification requirements in multicultural education. Objectives are designed around the following key curriculum issues: (1) maintain balance between the issues and concerns of American mainstream culture and those of minority groups; (2) introduce the principles of multicultural education and develop an understanding of the pedagogy used with minority group students; and (3) integrate theory and practice. Instructional concerns focused on the integration of diverse components to attain the course objectives, and the development of classroom activities, assignments, and projects that reflected real-world conditions. In spite of positive student evaluations and excellent student performance, evaluation indicated that too much material had been included to be satisfactorally covered in one semester. A second semester should be added to give students the opportunity to develop skills through immersion in culturally diverse settings. The following materials are appended: (1) a four-item bibliography; (2) a description of the teacher education program; (3) a course syllabus, including a 33-item bibliography and calendar; (4) an advance organizer for the first unit on the need to study multicultural education; (5) two examinations; and (6) guidelines for a school visit. (FMW)

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DEVELOPING MULTICULTURAL CURRICULA FOR TEACHER EDUCATION

A Case Study from SUNY College at Fredonia

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Paper Presented at the Conference
Multicultural Education: Programs and Strategies for Action
Sponsored by
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I. BACKGROUND INFORMATION

SUNY College at Fredonia and Surrounding Community. The State University of New York College at Fredonia is a 4-year comprehensive institution that enrolls approximately 4,500 undergraduates majoring in a variety of professional programs and in the liberal arts, and has a teaching faculty of about 240. The college is located in rural western New York State in the village of Fredonia, halfway between Buffalo, New York and Erie, Pennsylvania. Although the majority of the population in the area is white, there is a growing number of Hispanics and African Americans, many of them originally migrant workers. There are also two major indian reservations and increasing numbers of Native American children in area schools. Adding to the ethnic mixture are Laotian immigrants recently relocated by various religious and humanitarian organizations.

The Department of Education has approximately 20 full-time faculty members, of which three are minority and four are women. The department offers undergraduate and graduate programs and degrees in elementary education, reading, secondary education, and the Certificate of Advanced Study in School Administration. Figures for 1989 show that of 620 education majors, only 19 (or 3 %) were minorities: 5 Hispanics, 5 African Americans, 4 Native Americans, and 1 Asian.

The Teacher Education Program. As shown in Appendix 1, the teacher education program consists of 36 semester hours in the General College Program; 24 hours in liberal arts concentration; and 42 hours in professional education, including a professional semester of 18 hours and a full semester of student teaching of 15 hours.

As of 1989-1990, the Education Department obtained funding through the Chancellor's Venture Fund for two distinct but interrelated initiatives: 1) a curriculum development project to ensure that the curriculum appropriately reflects the cultural diversity and pluralism of our society, and 2) the establishment of jointly registered teacher education programs with two urban community colleges in Buffalo and New York City. These initiatives have resulted in the hiring of two new faculty members who are minorities and will have the joint responsibility of advancing the Venture Fund's goals on behalf of minority and disadvantaged populations.

II. ED 390 MULTICULTURAL EDUCATION: TEACHING AND LEARNING WITH CULTURALLY DIVERSE STUDENTS

The first course designed as part of the aforementioned curriculum development project was ED 390 Multicultural Education: Teaching and Learning with Culturally Diverse Students. This course was designed in the context of a teacher preparation program to fulfill new certification requirements in multicultural education in New York State. According to a memorandum from the State Education Department, one of the new requirements adopted by the Board of Regents for the certification of elementary and secondary school teachers, effective September 1, 1993, is to prepare teachers to "... work effectively with students from minority cultures, [and] students from homes where English is not spoken..."

A. KEY CURRICULUM ISSUES.

1. To develop a curriculum that maintains a balance between issues and concerns of the American mainstream culture and those of particular ethnically, racially, and socially diverse groups.

2. To provide an introduction (historical, demographic, social) to the field of multicultural education while guiding students to develop an understanding of the pedagogical principles and skills required for effective teaching and learning with culturally diverse children.

3. To successfully integrate theory and practice.

Course objectives (see Appendix 2 -- Course Syllabus and Course Calendar) reflect how these key issues were resolved.

For issue # 1, above, for example, objective 1.2 focuses on American mainstream culture, while objectives 1.3 and 4 look at the major racial and ethnic minority groups, and objectives 5 and 6 compare and contrast the mainstream and the major minority cultures.

For issue # 2, above, for example, objectives 1.1, 1.2, and 1.3 are historical and social foundations objectives, while objectives 1.4 through 1.12 are pedagogical principles objectives.

For issue # 3, above, for example, while objectives 1 and 2 are theoretical, objectives 9, 10, 11, and 12 are geared to develop student skills required for successful multicultural educational practice. Moreover, these latter objectives can only be implemented outside of the college classroom, i.e., as part of a field experience component.

B. KEY INSTRUCTIONAL ISSUES

1. To develop instruction conducive to the attainment of course objectives, particularly as it pertains to the integration of:

   a) information on the American mainstream and major minority cultures;

   b) historical, demographic, and social foundations, and pedagogical principles of multicultural education;

c) theory and practice.

2. To develop classroom activities, assignments, and projects that reflect the reality of the outside world.

A combination of instructional modalities was used to address the aforementioned instructional issues, including brief lectures, reading assignments and written summaries, class discussions, exams, student presentations, guest speakers, and diverse field experiences.

Following a philosophy of student involvement and active participation as key elements of learning, lecturing has been limited to introducing new material and integrating material previously covered, as suggested by Ausubel's (1977) concept of advance organizer. Appendix 3 illustrates an advance organizer for Unit 1, showing the relationships among current demographic trends, multicultural education for teachers, multicultural education in the schools, self-esteem, learning, and productivity.

Reading assignments and written summaries are the backbone of the course. As shown in Appendix 2 -- Course Calendar, reading assignments have been scheduled throughout the semester, and a written summary and response is required for each reading assignment. This requirement ensures that students come to class knowing the background material to participate in class discussions. The instructor's role is to facilitate discussion, to clarify certain issues as needed, to ask thought-provoking questions, and to encourage self-expression and creative thinking.

Course exams are take-home and designed to integrate readings, class discussions, and outside research. Appendix 4 shows the first exam (Unit 1 and Objective 2) and Appendix 5 illustrates the second exam (Unit 2 and Objective 1.2).

Given that almost all students come from white, middle-class, monocultural backgrounds and have had little or no contact with culturally, racially, or linguistically diverse persons, student presentations focus on the cultural experience and contributions of America's major minority groups (Objective 1.3). Typically, students research in-depth a group of their choice, do an oral presentation of their findings, and then lead a class discussion. Groups represented in student presentations include blacks, Mexican Americans, Puerto Ricans, Native Americans, Italian Americans, Japanese Americans, Jewish Americans, and Eastern Europeans.

Guest speakers representing cultural, racial, and linguistic groups outside of the American mainstream are also invited to do presentations focusing on their experiences, perception of their role in the community, and vision for a more just and better integrated society. Representatives of student organizations such as the Black Student Union, Hispanic Society, and Students Against Racism and Prejudice, foreign students on campus, and local minority educators are among the guest speakers invited to address the class.

Field experiences developed include a twelve-hour, after-school writing tutorial program for elementary school children conducted at the neighboring Seneca Indian Reservation, and school visits and observations. Appendix 6 illustrates the guidelines and criteria for a school visit conducted with the purpose of determining whether the school has introduced a multicultural perspective in the classroom and school environment. These experiences have been designed to give students exposure to minority children and to integrate theory and practice.

C. STUDENT EVALUATIONS AND SELF-ASSESSMENT

1. Students were asked shortly before the semester ended to:

   a. Describe the main learning objectives or activities they found particularly interesting or useful, and explain the reasons for their choices;

   b. Identify as many objectives or activities not covered they would would have included had they had the choice; and

   c. Provide additional information.

Out of a total of 22 possible responses, the following objectives and activities were the most frequently mentioned (the number in parentheses indicates the number of responses for each objective or activity):

Objective 1.3 -- America's major minority groups	(22)
Objective 1.2 -- American mainstream culture	(20)
Objective 1.1 -- Multicultural education: rationale, history, and goals	(19)
Activity -- School visits	(16)
Activity -- Guest speakers	(16)
Objective 1.6 -- Assessment criteria for multicultural perspective	(15)

Respondents also identified the following objectives and activities, not originally planned, as desirable:

Additional field experiences	(7)
Student exchange programs	(7)
More on bilingual education	(6)
Opportunities to spend time with children outside of the classroom, e.g., scouts, 4H	(3)

2. Student evaluations appear to validate one of the basic assumptions made in designing the course, namely, that it is important to strike a balance between the concerns and values of American mainstream culture and those of America's major minority groups.

In spite of positive student evaluations and excellent student performance, it is apparent that too much material has been packed in a one-semester course. Ideally, a second semester should be added to give students ample opportunities to work and to learn with children, families, and the institutions of America's major minority groups. Domestic student exchange programs, where students are submerged in a different culture, if well coordinated, have the potential of bridging the gap between ethnic, racial, linguistic, and socioeconomic groups, fostering cross-cultural communication skills, and enhancing future teachers' effectiveness inside and outside the classroom.

Successful implementation of such programs require collaborative efforts between teacher education programs at colleges and universities, and between these programs and school districts and host families.

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Other bibliographic sources are listed in Appendix 2 -- Course Syllabus, pages 7,8, and 9.

APPENDIX 1

TEACHER EDUCATION PROGRAM -- Credit Hours

General College Program	36
Core Education Courses:	18
Foundations	
Develop Psych	
Ed Psych	
Special Ed	
T.A.I.	
Multicultural Ed	
Methods	15
Field Placement	15
Concentration	30
Electives	6
TOTAL	120

STATE UNIVERSITY OF NEW YORK
COLLEGE AT FREDONIA

ED 390/590 MULTICULTURAL EDUCATION

COURSE SYLLABUS
FALL 1990

Dr. Mario Yepes-Baraya

Office: Thompson E232
Telephone: 673-3455/3311

I. COURSE DESCRIPTION

This course has been designed to introduce education majors to the exciting field of multicultural education. As a result of the increasing cultural diversity of contemporary American society and the widening gap in educational achievement between the dominant mainstream culture and the major minority ethnic groups, the need to prepare future teachers to work in multicultural settings and to foster learning in children regardless of their background has risen to the top of the national agenda.

This course is an attempt to fulfill that need, if only partially, by engaging future teachers in the analysis and discussion of the historical development and pedagogical principles of multicultural education. In addition, participants will be guided to develop skills required for effective teaching and learning with culturally diverse children, including the utilization of community resources and involvement of parents and extended families.

II. COURSE OBJECTIVES

Following is a comprehensive list of objectives for multicultural education in the context of a teacher preparation program. Although not all objectives will be addressed in the present course, it is expected that by the time students graduate and as a result of their professional semester and student teaching experience, they will have attained most of these objectives.

Knowledge

1. Demonstrate knowledge and understanding of:

   1.1 The need for multicultural education, its historical development, goals and practices;

   1.2 The patterns of perception and thinking, assumptions, values and cultural norms of American mainstream society and America's major ethnic and racial and minority groups;

   1.3 The cultural experience, contemporary and historical, and the contributions of America's major ethnic and racial minority groups;

   1.4 Developmental considerations affecting teaching and learning in children;

   1.5 Children's responses to racial, cultural and socioeconomic differences;

   1.6 Assessment criteria and procedures necessary to introduce a multicultural perspective in the classroom;

   1.7 Criteria and elements required to create a culturally diverse learning environment;

   1.8 Criteria and guidelines to help children understand themselves and others and to promote cooperative relationships;

   1.9 The philosophy and theory concerning bilingual education;

   1.10 Criteria and guidelines to establish communication with and obtain involvement of parents and extended families.

2. Develop a rationale or model for the development and implementation of a curriculum reflective of the cultural pluralism of contemporary American society, and make reference to historical, cultural, demographic and socioeconomic factors, as well as the status and school achievement of America's major ethnic and racial minority groups.

Attitudes

3. Develop awareness of the value of multicultural education.

4. Maintain and expand identification with and pride in mother culture.

5. Interact successfully in cross-cultural settings.

6. Recognize similarities and differences between American mainstream culture and America's major minority cultures.

7. Recognize and accept languages other than English.

8. Recognize and accept differences in social structure, including familial organization and patterns of authority and the implication for education.

Skills

9. Analyze, make a critique and identify possible cultural or racial biases in an existing educational environment, including the physical setting, curricula, materials and methods of instruction, testing and assessment.

10. Acquire, evaluate, adapt and develop instructional materials appropriate for the culturally diverse classroom.

11. Demonstrate skills for effective participation and utilization of community resources, including parents and extended families.

12. Design, develop and implement an instructional module or unit that is appropriate for the culturally diverse classroom.

III. COURSE FORMAT AND PROCEDURES

As shown in greater detail in the Course Calendar, the course is divided into the following four units:

I. Why Study Multicultural Education (3 weeks)
II. American Mainstream Culture (3 weeks)
III. American Ethnic Groups (3 weeks)
IV. Teaching and Learning with Culturally Diverse Children (5 weeks)

Each unit consists of a number of topics to be covered in class lectures, reading assignments, homework, student presentations, exams and special projects. A brief description of these activities follows.

Reading Assignments and Written Summaries. Reading assignments are the backbone of the course and it is very important that students complete these assignments on time. Students are responsible for writing a 1-2 page summary of each assignment by 1) objectively identifying the main ideas and supportive evidence and 2) subjectively reacting to the reading, writing a critique, and briefly discussing its educational implications. Each time several students randomly selected will be asked to turn in their written summaries and reactions.

Lectures, Experimental Activities and Class Participation. Most classes will consist of a combination of brief lectures and class discussions. Class participation is strongly encouraged and should be based primarily, although not exclusively, on the ideas, questions

and comments included in the written summaries. At times there will be special instructional activities not directly related to the assigned readings but requiring instead individual or group involvement, reflection and the sharing of ideas.

Student Presentations have been scheduled at the end of each of the first three units. Students will be responsible for doing one oral presentation on a topic of their choice from a selection presented by the instructor. In addition, students will prepare a 1-2 page typewritten handout to be photocopied and distributed to the whole class. The format of this handout should be similar to that of the written summaries.

Exams. There will be two exams, one at the end of Unit I and one at the end of Units II and III. These exams are of the essay type, open-book and will encourage analytical, critical, and creative thinking. In preparing for these exams students are expected to review not only their reading assignments and written summaries, but also class notes resulting from class discussions, student presentations, reference materials, and other sources.

Final Project. In lieu of a final exam, there will be a final project designed to integrate the reading assignments and instructional activities in the context of the multicultural classroom. Guidelines and criteria for the final project are presented separately. Typically, students will be responsible for developing a typewritten, detailed lesson plan with a multicultural perspective. The last two weeks of the semester, including final exams week, will be devoted to the oral presentation of the final project.

IV. EVALUATION

Assignment/Criteria	No.	% of Final Grade
WRITTEN SUMMARIES AND CLASS PARTICIPATION Attendance: maximum 2 excused absences allowed. Meeting criteria 1 and 2* Contributing to class discussions. Giving feedback to peers.	Variable	10%
STUDENT PRESENTATIONS Meeting criteria 1 and 2 (written part)* Effective verbal and nonverbal communication Effective use of instructional media Obtaining group involvement	1	10%
FIRST EXAM &	1	20%
SECOND EXAM Meeting criteria stated in course objectives	1	30%
FINAL PROJECT Meeting criteria (see Final Project Guidelines) Effective verbal and nonverbal communication Effective use of instructional media Obtaining group involvement	1	30%

* See section on Reading Assignments and Written Summaries

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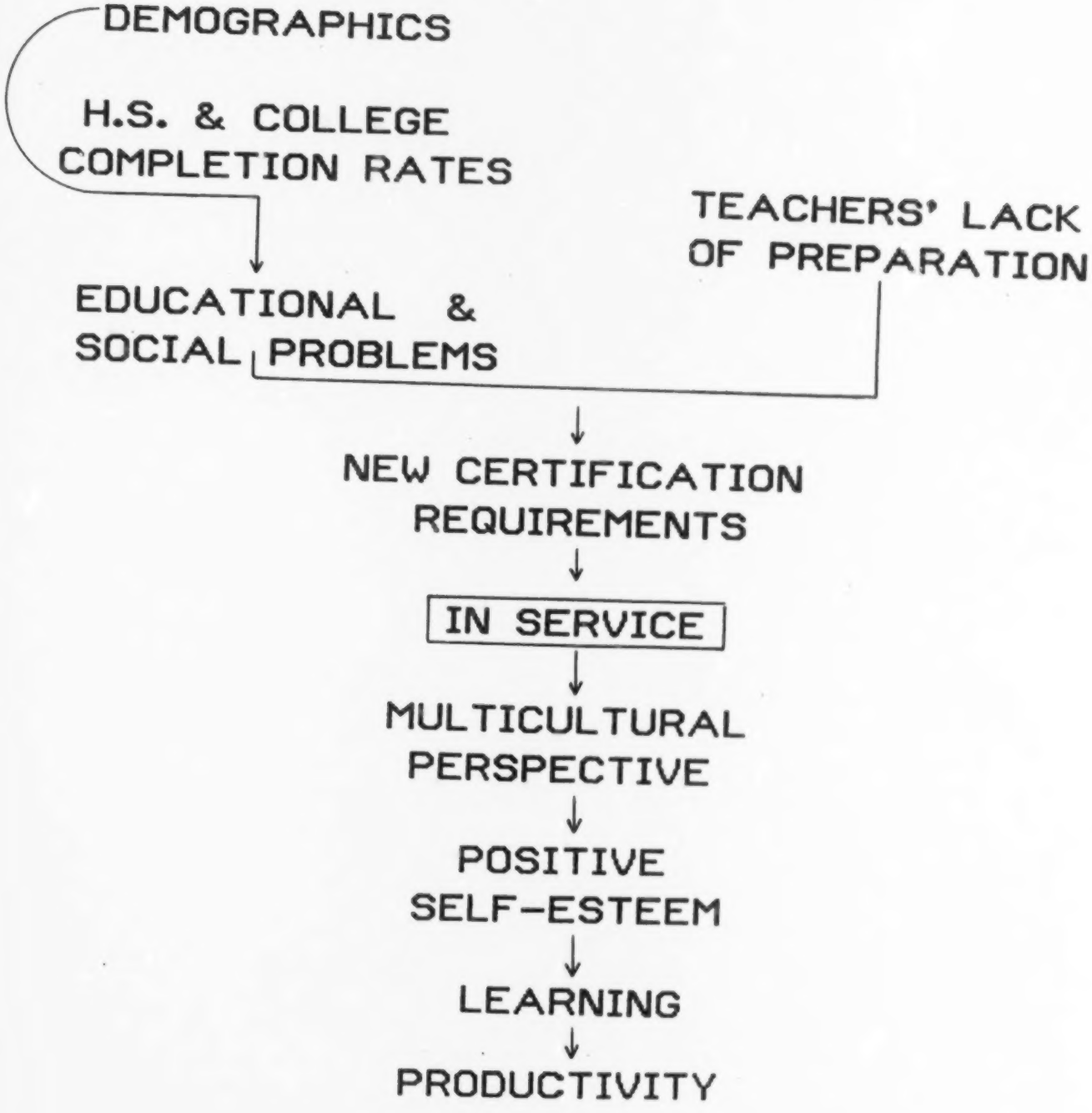
Journal of Negro Education
Journal of Teacher Education
NABE Journal (National Association of Bilingual Educators)
Teacher Education and Special Education
Teachers College Record
TESOL Journal (Teachers of English to Speakers of Other Languages)



Advance Organizer for Unit 1:

Why Study Multicultural Education

APPENDIX 4

MULTICULTURAL EDUCATION -- FIRST EXAM

The Setting

Centerville is a quaint village in Western New York located in the heart of an agricultural area with a total population of 30,000. The early settlers of Centerville arrived in the mid-1800's from Massachusetts and were primarily of British Isles extraction. The late 1800's and early 1900's witnessed the arrival of German, Polish, and Italian immigrants who by now are fairly well integrated into the community. Over the last sixty years, the area also has attracted thousands of migrant workers, mostly Hispanic but also black, to help with agricultural tasks from early spring until late fall. Most of these workers have settled in the area; some have become property owners but the majority have either menial jobs or are unemployed. All still maintain close ties with relatives and friends in the Caribbean. In addition, several hundred Laotian refugees, known for their agricultural skills, have been relocated in the area by the Catholic Church.

The Members of the Board of Education

1) Mr. Steck, 38, a certified public accountant and member of the board of trustees of one of the local banks, married, children's ages: 2, 5, 9.

2) Mr. Brewster, 62, a farmer all his life and W.W.II veteran, his two sons are also farmers, and his wife is a volunteer in the local agricultural child care program.

3) Mrs. Pagano, 45, owner and manager of a local restaurant, mother of four children of school age, active in many environmental groups.

Your Task

As the principal of Centerville Elementary School, your task is to persuade the members of the board of education to approve an in-service program to introduce a multicultural perspective in the classroom. The program would include initially teacher training and staff development and later curriculum development and parental involvement components. It is expected that you do the following:

1) Present (identify) five reasons to the board to justify the implementation of the in-service program. (YOU). 25 pts.

2) Identify at least one objection by the members of the board to each one of the reasons you have presented. (THEM). 25 pts.

3) Provide supportive evidence for your five original reasons in such a way as to counteract the objections raised by the board and win them over to your side. (YOU). 50 pts.

Develop your paper as a script, with parts for yourself and each member of the board. In doing (1) and (3), identify reasons and supportive evidence to match the background and psychology of the board member(s) you are addressing. Likewise, in doing (2), objections by board members should be plausible. Be descriptive. Be specific. Pay attention to details. Plan before you actually start writing. Length: 5 to 10 typewritten pages, double-spaced.

APPENDIX 5

MULTICULTURAL EDUCATION -- SECOND EXAM

This exam is based entirely on E.C. Stewart's American Cultural Patterns and related class discussions.

Your task is, as you read through the book, to IDENTIFY and EXPLAIN in your own words the cultural dimensions listed below the dotted line for both the American Mainstream Culture (the dominant culture) and its variations. It may be helpful to PROVIDE EXAMPLES to further clarify your descriptions and/or explanations.

A suggested format for this assignment is to have two columns: one for the dominant culture and one for its variations, and to describe each dimension in both columns before proceeding to the next dimension, as follows:

American Culture

Dominant	Variations
1.	1.
2.	2.
.	.
.	.
37.	37.

This assignment is very important because it will provide the basis for designing instructional (teaching) activities later in the course.

If you have questions as you do the assignment, please let me know. You have exactly 5 weeks to complete the assignment. Start working now and work gradually.

Cultural Dimensions

Patterns of Thinking: 1) Process of thinking, 2) Style of thinking, 3) Conceptual style, 4) Language use 5) Basis for judgments

Form of Activity: 6) Locus of decision making, 7) Decision making rules, 8) Responsibility for decision making, 9) Problem solving approach, 10) Form of activity, 11) Work and play, 12) Temporal orientation, 13) Kind of motivation, 14) Source of motivation, 15) Method of motivation, 16) Limits: achievement vs. ascription

Forms of Social Relations: 17) Characteristics of personal relations, 18) Equality, 19) Confrontation, 20) Informality vs. formality, 21) Friendship, 22) Personalization, 23) Competition, 24) Need to be liked, 25) Specialized roles, 26) Attitude toward the sick

Perception of the World: 27) Man and nature, 28) Nature and control, 29) Materialism and property, 30) Progress, 31) Unlimited vs. limited good, 32) Concept of time, 33) Quantification

Perception of the Self: 34) Locus of identity, 35) Individualism vs. individuality, 36) Self-motivation, 37) Resistance to systems of thought.

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M E M O R A N D U M

TO: Students in ED 390 Multicultural Education: Teaching and Learning with Culturally Diverse Children

FROM: Dr. Mario Yepes-Baraya M.Y.B.

RE: Visit to School 5, City of Dunkirk Public Schools on Tuesday, November 27, 1990 from 8 a.m. to 2:30 p.m.

DATE: November 8, 1990

Mr. Richard Clifton, Principal of School 5, has kindly invited our class to visit his school on the date and time indicated above. I believe this is a wonderful opportunity to look at the familiar school environment with new eyes. An important request I must ask of you is to go with an open mind; to observe and record carefully what you see and hear without quickly generalizing or jumping to conclusions.

The main question you will be asking yourselves throughout this visit is "what evidence can be found to indicate the school has incorporated a multicultural education perspective in its environment and activities ?" To help you ask that main question, answers to the the following questions must be found first:

1. What racial, cultural, linguistic, and socioeconomic groups are represented in the student body ? How can you tell ?

2. To what extent are these groups represented

   i. among the school faculty and staff ? Are there staff people who speak the represented languages ?

   ii. in the school environment, e.g., decorations, photographs, posters, displays, toys ?

   iii. in classroom activities and books ?

3. What groups are overrepresented and what groups are underrepresented in i, ii, and iii, above ?

4. What kind of children groupings and interaction are predominant ?

Over

5. What other evidence is there to indicate that the school is sensitive to the needs of all students ?

6. Do students appear to be involved and interested in learning ? Are they enjoying themselves ? How can you tell ?

7. Do teachers appear to enjoy their jobs ? How can you tell ?

8. If you had the opportunity to interact with children, what did you do ? What questions did you ask ? What did you learn ?

9. If you had the opportunity to interact with the faculty and staff, what did you do ? What questions did you ask ? What did you learn ?

10. What particular matters, positive or negative, caught your attention ? Why ?

Please come well prepared. I am sure this will prove to be a valuable and enjoyable learning experience.